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ABSTRACT

The needs relevant to employment of university nonfaculty employees and the extent to which the university has met those needs were investigated. In addition, training and development programs designed to meet individual and institutional needs were proposed. Attention was directed to the reasons people join an organization, satisfaction with their jobs, and how job satisfaction and work participation decisions relate to the employee's level and position. Usable questionnaire responses were received from 1,760 staff members at a comprehensive university. For 61 organizational units, 6 job categories were used: service workers, craft/maintenance/operative workers, clerical/secretarial, technical/paraprofessional, professional, and administrative. The results indicate that the reasons individuals work at a college are multidimensional, regardless of level in the organization. The most universal reasons were affiliation, association with coworkers, interaction with people, and development of rewarding relationships. The majority of employees indicated an interest in developing their "people-related" and personal skills. It is concluded that the findings support a human resources approach to managing nonfaculty staff in the university setting. (SW)

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AN EXAMINATION OF THE NON-FACULTY UNIVERSITY EMPLOYEE AS A HUMAN RESOURCE

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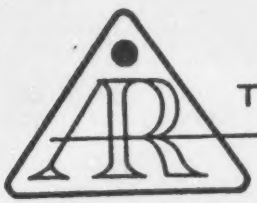

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

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D. R. Coleman, Chairman
Forum Publication
Advisory Committee

AN EXAMINATION OF THE NON-FACULTY UNIVERSITY EMPLOYEE AS A HUMAN RESOURCE

Abstract

In recent years higher education has found itself faced with the problem of retaining highly skilled and qualified faculty and staff. One strategy to help retain these individuals is found in the principles of Human Resource Management. Optimally, this involves an integration of new technology with training and development programs for employees, thus meeting the needs of both employee and institution.

The purpose of this investigation was first, to examine the needs relevant to employment of university non-faculty employees and the extent to which the university has met those needs, and second, propose training and development programs which will help meet their needs as well as the needs of the institution. Results indicate that employees perceive that programs designed to improve higher-order skills (communication, social, etc.) were most important for their personal development.

AN EXAMINATION OF THE NON-FACULTY UNIVERSITY EMPLOYEE AS A HUMAN RESOURCE

Forecasts about future problems facing institutions of higher education include not only changes in student enrollment, but also a concern about retention of highly skilled and qualified faculty and staff. While some colleges and universities have attempted to entice employees to remain at their present jobs by improving extrinsic rewards, such as increased salaries and/or increased fringe benefits, other institutions have not had the financial abilities to use such a strategy. In this situation, some institutions are turning to the principles of Human Resource Management to help motivate employees to adapt to the ever-changing demands of the institution.

The Human Resource approach to personnel management is a subset and extension of the Human Relations School which takes a social view of workers, emphasizing that workers are motivated by social needs. McGregor (1960) and Likert (1961) have extended such a perspective to describe workers as responsible, growth-oriented individuals. With the accelerated effort to improve the technological capabilities of colleges and universities, concern with the employee has often been overlooked (Wheeless, Wheeless, & Howard, 1983). However, some administrators and executives who adhere to the Human Resources approach are attempting to integrate the initiation of new technology with training and development programs for employees, thus helping the organization to provide a means of employee growth while meeting the demands of the institution.

One approach to the development of such a systematic program centers around the principles of adult learning (Stein, 1981). Employees come to organizations to meet certain needs, and when they perceive that some of their needs have not been met by the organization, the organization can take initiative to demonstrate how it can help them fulfill these needs. Stein's (1981)

approach advocates that employees should identify their needs relevant to employment and assist in identifying how the institutions can help meet them.

The purpose of this investigation was to examine the needs relevant to employment of university non-faculty employees and the extent to which the university has met these needs, and then propose training and development programs for employees which will help strengthen the organization. In this investigation, needs of employees were defined as the reasons why people join an organization and the extent that these needs were met, a measure of job satisfaction.

Rationale

Much research in the seventies has combined Lawler's (1973) assumption that "we make motivated, conscious decisions about what occupations and organizations to join. . ." (p. 88) and Maslow's (1943) suggestion that people join organizations to fulfill basic needs. The interest of such research has primarily served to discover why people work in some organizations and not others, and how such decisions affect employee performance.

Lawler's (1973) concept of work participation decisions is based on a model of motivation: decisions made by individuals are motivated by effort-performance expectancies. People take jobs which provide the best opportunity to attain personal goals (Lacey, 1971; Baird, 1970). According to Maslow's typology of needs, individuals take jobs to fulfill needs depending on the strength of the need. Dufty (1967) reports that security/safety needs are a main concern to all employees, while other findings demonstrate that higher-order needs are more important to employees (Stone, Mowday, & Porter, 1977; Brief & Aldag, 1975; Wanous, 1974; Hackman & Lawler, 1971). These higher-order needs are generally defined as obtaining feelings of accomplishment and personal growth (Hackman & Lawler, 1971) or the social, esteem, and self-actualization levels in Maslow's hierarchy. Porter (1962; 1961) refers to these needs as

social (the opportunity to help people and develop close friendships), esteem (prestige), autonomy (authority and the opportunity for independent thought and action), and self-actualization (opportunity for personal growth and development, and a feeling of worthwhile accomplishment).

Using Porter's categorization, researchers have found that lower-order need strength is related to extrinsic employment factors such as promotion (Brief & Aldag, 1975) and higher-order need strength is related to intrinsic/growth oriented employment factors (Wanous, 1974; Porter, 1962). A division of work participation decisions and needs into two distinct categories (lower-order and higher-order) may be convenient, but may not reflect reality. Lewis, Cummings, and Long (1980) cite work by Mawhinney (1979), Krivonos (1978), and House (1972) that demonstrates both intrinsic and extrinsic factors act as motivators for subsequent behaviors. From this perspective, work participation decisions are viewed as a combination of lower-order needs and higher-order needs.

The extent to which an institution meets the needs of its employees can be measured, in part, by how satisfied they are with their jobs. Job satisfaction is defined as "the favorable viewpoint of the worker toward the work role s/he presently occupies" (Ivanceivich & Donnelly, 1968) and includes the dimensions of work, pay, promotion, co-workers, and supervisory (Smith, Kendall, & Hulin, 1969).

The relationship of needs to job satisfaction has been demonstrated for different types of organizations (Steers & Braunstein, 1976; O'Reilly & Roberts, 1975). Hackman and Oldham's (1976) Job Characteristics Model, which predicts that the relationship between job characteristics and job satisfaction is moderated by growth need strength, has received continued support (Jackson, Paul, & Wall, 1981; Brief & Aldag, 1975; Wanous, 1974; Hackman & Lawler, 1971). The demonstrated relationships show that individuals who are growth oriented have met their basic lower-order needs and, thus, are generally favorable

toward extrinsic factors, feel more intrinsically motivated, and are more satisfied with all aspects of the job (pay, promotion, work, co-workers, and supervisor).

One variable that has demonstrated differing effects on both work participation decisions and job satisfaction is level or position of the employee within the organization. Centers and Bugental (1967) explain that individuals employed at lower levels in the organization are more motivated by lower-order needs because they are not sufficiently gratified to allow higher-order needs to become prominent. Longitudinal studies have consistently demonstrated that white-collar workers are more satisfied with their jobs than blue-collar workers (Weaver, 1980; Quinn, Staines, & McCollough, 1974; Kahn, 1972, Robinson, 1969) and professional-technical and managerial-administrative workers are more satisfied than sales-clerical workers (Weaver, 1980). The higher the rank in the organization, generally the greater the job satisfaction (Porter & Mitchell, 1967).

An important investigation of the institution's employees, from a human resources perspective, is to consider the "knowledge contract" established between the employee and management (Parsons & Shils, 1951). This contract says that the employer needs a certain level of skill and knowledge in its employees if it is to function efficiently, and the employee needs to use and develop the skills and knowledge s/he brings to the organization. The importance of training programs is even more critical as jobs become technically more complex and specialized (Schein, 1965). The decade of the eighties has brought many changes to organizations, and the rapid expansion brought about by technical changes only accents a progressive distilling of the work force (O'Toole, 1978; Quinn & Staines, 1978). If an institution cannot recruit employees to meet its changing needs on a continuous basis, then the training or retraining of present employees becomes even more important (Mumford, 1972). A job that requires learning new

things has been found to significantly contribute to job satisfaction (Barnowe, Mangione, & Quinn, 1973), and since the level of job satisfaction affects perceptions and behaviors, it is likely to also be predictive of employees' willingness to participate and be successful in programs to improve their skills.

Statement of Hypotheses

The above literature emphasizes that individuals join organizations to meet both lower-order needs and higher-order needs. These needs are met, however, to varying degrees based on what occupation or level in the organization the employee occupies. From these findings, it is hypothesized that work participation decisions will differ significantly across employee levels and positions. Further, it is hypothesized that job satisfaction will differ significantly across employee levels and positions.

Linked to work participation decisions and job satisfaction are ways the organization can strengthen the knowledge contract between employer and employee. This investigation was concerned with employees' perceived needs and identification of training and development programs to meet these needs. In order to examine how employees perceive their own training needs, the following research questions were asked: 1) What employment skills do employees perceive to be most significant for their development?; and, 2) What types of training programs are most desirable?

Method

Sample & Procedure

This investigation surveyed 4,820 non-faculty employees at a comprehensive Eastern university.* This sample consisted of staff and administrative employees

*All non-faculty employees at the University were surveyed in the study. This, as opposed to using a sampling design, was done for political reasons. The University's newly appointed president wanted all employees to have an opportunity to provide input to a new human resource development program.

of 61 organizational units at six different employment levels and positions. During July, 1982 questionnaires were mailed to all employees along with a letter from the Vice-President of Administration urging a prompt and complete response. All responses were anonymous. Of the 4,820 questionnaires (see below for description) mailed to employees at their place of employment, a total of 2,080 were returned (43% return rate). Time allowed for the survey was approximately six weeks. Some data of primary concern for this investigation was incomplete resulting in a useable sample n of 1,760.[1]

Demographic characteristics of the sample were as follows: 66% were female and 34% were male; average length of service at the university was 5 to 9 years;[2] 29% were supervisors; 7% were members of a minority race; the average salary was $13,000 to $15,999;[3] the average age was 35 years; 3% indicated that they had some high school education; 27% completed high school only; 27% had attended business school, technical school, or some college; 15% had an undergraduate college degree; 15% had some graduate and/or professional training; 10% had a graduate degree and 3% had more than one graduate degree.

Questionnaire & Measurement

Employee level/position was operationally defined according to the university's personnel classification of employees. Six distinct job categories were used: 1) Service Workers; 2) Craft/Maintenance/Operative Workers; 3) Clerical/Secretarial; 4) Technical/Para-Professional/Non-Exempt Supervisory; 5) Professional; and 6) Administrative/Managerial/Exempt Supervisory. These six categories were viewed by this organization as progressing from level one to level six in order of rank in the organization. Thus, a vice-president was classified as administrative/managerial/exempt supervisory (category 6) and an admissions clerk was classified as clerical/secretarial (category 3).

The variable of work participation decisions was operationalized by thirteen

Likert-type statements patterned after Porter's 1961 Perceived Needs Satisfaction Questionnaire (PNSQ) and covered all five of Maslow's need categories (i.e., physiological needs -- I need the money. I couldn't find a job elsewhere; safety and security needs -- This job has good sick and vacation policies. My job provides security and a regular salary; social needs — I get along well with my co-workers. My job gives me a chance to develop close friendships; esteem needs — People appreciate me for the job I do. I perform a necessary job at the University; and self-actualization needs — My job provides a chance for personal growth and development. Working at the University is an important job). Three additional statements were used as work participation decisions based on Wheeless, Neal, Podeszwa, and Serpento's (1982) reasons why people work at universities -- This institution's pay is better than at other places; My job is not very demanding; and, This is not a difficult job for the pay. Subjects were asked to respond on a five-point scale of very unimportant to very important as to the importance each statement had as a reason why they worked at the institution.

Job satisfaction was measured by an eleven-item modified version of the Job Description Index (JDI) (Smith et al., 1969). Two items for each of the five JDI dimensions (pay, promotion, work, co-workers, and supervisor) were used along with one additional item (the hours you work) which had previously demonstrated importance in determining job satisfaction at this institution. The 10 JDI items selected were chosen for their high factor loadings in previous research (Richmond & McCroskey, 1979; Falcione et al., 1977; Smith et al., 1969). Subjects were asked to respond on a five-point scale of very dissatisfied to very satisfied to each of the eleven items.[4]

To examine what skills were perceived as important for training and development, subjects were provided with a list for improvement in themselves. They were asked to check as many of the skills as they thought they could

improve. Subjects were also asked to indicate on a five-point scale of poor to excellent how they would rate nine different types of programs for assistance in helping them improve these skills.

Measurement Analysis

Since a new version of the Work Participation Decisions Scale (WPDS) and a modified version of the Job Satisfaction Index (JDI) were used, a factor analytic procedure, principal components with the rotation method based on interfactor correlations, was applied to the responses. An orthogonal rotation was used in the analysis of the WPDS because of weak interfactor correlations and an oblique rotation was used for the JDI based on interfactor correlations >.40. An eigenvalue of 1.0 and the criterion that at least three items must load at .60 or higher were used to determine the number of factors extracted. In order for an item to be considered a part of a factor, it had to load at .40 or higher. Reliability estimates for each instrument were computed to indicate the level of their internal consistency (Nunnally, 1967).

Factor analysis of the WPDS produced three factors labeled Job Attractiveness with three items accounting for 28% variance; Affiliation with five items accounting for 17% variance; and Security with five items accounting for 11% variance. Reliabilities were .91, .65, and .67, respectively.

Factor analysis of the job satisfaction measure produced two satisfaction factors labeled Work/Supervisor/Co-Worker with eight items accounting for 30% variance and Salary/Promotion with three items accounting for 28% variance. Reliabilities were .78 and .80, respectively.

Data Analysis

The first hypothesis was tested by using three univariate Analysis of Variance (ANOVA) tests with the six classes of employee level/position as the

independent variable and the three dimensions of work participation decisions (Job Attractiveness, Affiliation, and Security) as the dependent variables. The three work participation dimensions were developed by summing the scores of the variables loading significantly in the factor analysis described above. The Least Significant Difference Test (Fisher, 1949) was used to examine specific differences among employee levels.

The second hypothesis was tested using Multivariate Analysis of Variance (MANOVA) and the Least Significant Difference Test procedure with the six classes as the independent variable and the two dimensions of job satisfaction (Worker/Supervisor/Co-Worker and Salary/Promotion) as the dependent variables. In order to form a composite score of job satisfaction to test between groups, the sum of the two dimensions were weighted by the appropriate vector weights from the MANOVA.

Results

The results of the first analysis supported the first hypothesis, that a significant difference existed across employee levels and positions in terms of importance of reasons for work participation decisions. As discussed above, three univariate analyses of variance tests were run on the three work participation reasons, i.e., job attractiveness, affiliation, and security. As illustrated in Tables 1, 2, and 3, significant differences were found for each variable across the different job levels. As indicated in Tables 1, 2, and 3, the importance of job affiliation, job security, and job attractiveness vary to different degrees between the job levels. The importance of job affiliation was only marginally different between five of the six categories. The Technical/Para-Professional/Non-Exempt Supervisory responded at a significantly lower level of importance than the other employess and this group differed significantly from all other groups (see Table 1).

Table 1

Analysis of Variance for Differences
Across Job Levels on the Affiliation Variable

Source	Df.	Sums of Squares	Mean Square	F-Value
Model	5	234.57	56.91	4.08*
Error	1684	23,484.03	13.95	
Total	1689	23,768.60		

*p = .0012

R^2 = .012

Mean Comparison Across Levels/Positions on
the Affiliation Variable

Job Category	Mean	1	2	3	4	5	6
1. Service	19.98						
2. Administrative/Managerial/ Exempt Supervisory	19.43	>.22*					
3. Craft/Maintenance/ Operative	19.42	>.24	>.91				
4. Clerical/Secretarial	19.38	>.15	>.96	>.92			
5. Professional	19.09	<.03	>.29	>.47	>.15		
6. Technical/Para-Professional/ Non-Exempt Supervisory	18.43	<.01	<.01	<.03	<.01	<.02	

*Probabilities associated with test of differences between means. An α-level of .05 was used to determine if the difference was significant.

Table 2

Analysis of Variance for Differences
Across Job Levels on the Job Attractiveness Variable

Source	Df.	Sums of Squares	Mean Square	F-Value
Model	5	2,310.44	462.09	36.66*
Error	1684	21,225.89	12.60	
Total	1689	23,536.32		

*$p < .0001$

$R^2 = .098$

Mean Comparison Across Levels/Positions on
the Job Attractiveness Variable

Job Category	Mean	1	2	3	4	5	6
1. Service	10.22						
2. Craft/Maintenance/ Operative	9.08	<.02*					
3. Clerical/Secretarial	8.35	<.01	>.05				
4. Technical/Para-Professional/ Non-Exempt Supervisory	7.55	<.01	<.01	<.01			
5. Administrative/Managerial/ Exempt Supervisory	7.10	<.01	<.01	<.01	>.19		
6. Professional	6.16	<.01	<.01	<.01	<.01	<.01	

*Probabilities associated with test of differences between means. An α-level of .05 was used to determine if the difference was significant.

Table 3

Analysis of Variance for Differences
Across Job Levels on the Security Variable

Source	Df.	Sums of Squares	Mean Square	F-Value
Model	5	3,731.94	746.39	71.24*
Error	1684	17,642.64	10.48	
Total	1689	21,374.58		

*$p < .0001$

$R^2 = .175$

Mean Comparison Across Levels/Positions on
the Security Variable

Job Category	Mean	1	2	3	4	5	6
1. Service	19.85						
2. Craft/Maintenance/ Operative	19.42	>.33*					
3. Clerical/Secretarial	19.35	>.13	>.84				
4. Technical/Para-Professional/ Non-Exempt Supervisory	17.87	<.01	<.01	<.01			
5. Administrative/Managerial/ Exempt Supervisory	17.03	<.01	<.01	<.01	<.01		
6. Professional	15.94	<.01	<.01	<.01	<.01	<.01	

*Probabilities associated with test differences between means. An α-level of .05 was used to determine if the difference was significant.

The job attractiveness variable significantly discriminated among all of the six groups with the exception of one comparison (Technical/Para-Professional/Non-Exempt Supervisory vs. Administrative/Managerial/Exempt Supervisory (see Table 2). The Service category demonstrated the highest mean and the Professional group was the lowest.

Responses to the importance of the security variable significantly differentiated between several of the classifications. The Service group demonstrated the highest mean and the Professional group the lowest. The only nonsignificant differences among the groups were between Service and Craft/Maintenance/Operative, Service and Clerical/Secretarial, and the Craft/Maintenance/Operative group and Clerical/Secretarial group.

From these analyses, it appears that employees at the lower level of the organization tend to consistently rate job affiliation, job attractiveness, and security as more important in their decision to work than those higher in the organization.

The MANOVA results confirmed the second hypothesis that the means on a linear composite of job satisfaction dimensions differ significantly across employee levels and positions ($F=11.36$, $df=10/3406$, $p<.0001$). While a significant difference was found among the levels, only 7% of the variance was accounted for. Further analyses demonstrated that both univariate analysis of variance of the two dependent variables (dimensions of job satisfaction) were significant (for Satisfaction with Work/Supervisor/Co-Worker $F=10.05$, $df=5$, $p<.0001$; for Satisfaction with Salary/Promotion $f=9187$, $df=5$, $p<.0001$). The Least Significant Difference Test (see Table 4) using a linear composite of these two variables to produce a job satisfaction score demonstrated a significant difference ($F=14.74$, $df=5$, $p<.0001$) with Clerical/Secretarial workers demonstrating the highest job satisfaction score. This group differed significantly from all other groups. The second highest mean was in the Technical/

Table 4

Mean Comparison Across Levels/Positions on
Linear Composite of Job Satisfaction Variables

Group Means on Linear Composite	Mean	1	2	3	4	5	6
1. Clerical/Secretarial	.1233						
2. Technical/Para-Professional/ Non-Exempt Supervisory	.1190	<.01*					
3. Craft/Maintenance/ Operative	.1186	>.26	>.86				
4. Administrative/Managerial/ Exempt Supervisory	.1169	<.01	>.36	>.59			
5. Service	.1149	<.01	>.12	>.27	>.48		
6. Professional	.1106	<.01	<.01	<.01	<.01	>.09	

*Probabilities associated with test of differences between means. An α-level of .05 was used to determine if the difference was significant.

Para-Professional/Non-Exempt Supervisory group and the lowest score was in the Professional Group.

The results of a frequency analysis identified those skills which the respondents perceived were important for self-improvement. Across all employee levels, the five skill areas most frequently selected were Time Management, Handling Job Pressure, Communication, Technical, and Writing. The results of an analysis of skill improvement perceived needs by employee level are illustrated below. Two additional skill areas, Mechanical and Listening, are also included in these results as the Craft/Maintenance/Operative and Administrative/Managerial/Exempt Supervisory employees, respectively, indicated these skills as important.

Employee Level/ Skill Type	Job Pressure	Time Mgmt.	Communi-cation	Mech-anical	Tech-nical	Writing	Listen-ing
Service	X	X	X				
Craft/Maintenance/ Operative		X		X	X		
Clerical/ Secretarial	X	X	X			X	
Technical/Para-Professional/Non-Exempt Supervisory	X		X		X	X	
Professional	X		X		X		
Administrative/ Managerial/Exempt Supervisory			X			X	X

Across employee level, responses to questions about the types of programs that should be developed showed no particular preference. In-house and externally developed programs received virtually equal support. When examined by employee level, the desired types of programs differed along the lines of professional vs. non-professional employees. The non-professional employees (Service, Craft/

Maintenance/Operative, and Clerical/Secretarial) indicated a preference for on-the-job training and direct assistance from their supervisors. The professional employees (Technical/Para-Professional/Non-Exempt Supervisory, Professional, and Administrative/Managerial/Exempt Supervisory) indicated a preference for continuing education courses, external services, and professional meetings.

Discussion

This study examined non-faculty employees' reasons for working at a university, how satisfied they are with their jobs, and how job satisfaction and work participation decisions were related to the employee's level and position. Conceptualization of reasons to join the university was based on Lawler's (1973) explanation of work participation decisions, and operationally developed from Maslow's (1943) and Porter's (1961) needs typologies. Measures for work participation decisions and job satisfaction were examined for their dimensional structure and reliability.

Whereas Porter (1961; 1962) proposed four categories of needs for management employees (social, autonomy, esteem, and self-actualization), results of this investigation saw the collapse of social, esteem, and self-actualization categories into one category analogous to higher-order needs (HONE), Affiliation. However, two other dimensions of Job Attractiveness and Security were also found. Reasons why people join organizations appeared as a multidimensional construct and not one simple reason. When considering the important reasons why people join organizations, all three areas appeared important. Job Attractiveness was defined in terms of not having a difficult or demanding job, but yet one that was perceived important to the organization. Affiliation was defined in terms of relationships with people, the reinforcement received from these people, and the perceived opportunity for personal growth and development.

Security was defined in terms of salary, benefits, and just having a job. The work participation decision dimensions differed for six personnel categories confirming previous research that the reason a person joins an organization differs according to the position s/he occupies in the organization.

The results of this analysis partially confirmed the hypothesis that there is a relationship between the employee level and reasons to work. Specifically, the lower-order need dimensions, Job Attractiveness and Security were consistently rated as more important by employees in non-professional positions than those in professional positions. The higher order needs defined in the Affiliation dimension, however, were rated almost equally by all types of employees, with the Technical/Para-Professional/Non-Exempt Supervisory group rating these reasons significantly lower than the others. As all levels of workers were represented in this study, it is apparent that employees in all job categories are working to satisfy more than just security and safety needs. Regardless of the level of employee, higher-order social and personal growth needs (Affiliation) were uniformly important in their decision to work at the university.

The operationalization of job satisfaction was based on a modified version of the Job Description Index (Smith et al., 1969). However, instead of confirming Smith et al.'s five dimensional structure of the construct, only two dimensions emerged. Items about salary and promotion were viewed as one part of job satisfaction, and perception of work, the people with whom we work, and supervision combined to form a second part of job satisfaction. Implications for this finding suggest that future examinations of job satisfaction should statistically analyze how workers view the construct. The division into two dimensions seemed logical since salary and promotion are highly related in most organizations. Where a person works, with whom s/he works, and with whom the employee interacts are all part of the organizational climate, a significant variable considered by many organizational researchers.

The second hypothesis in this study was confirmed suggesting that job satisfaction differed according to the position held in the organization. However, unlike other research (Weaver, 1980; Quinn, Staines, and McCollough, 1974; Kahn, 1972; Robinson, 1969; Porter & Mitchell, 1967), individuals in higher positions/levels within the organization did not demonstrate the highest levels of job satisfaction. Clerical/Secretarial and Technical/Para-Professional workers demonstrated the highest levels. One possible explanation for this phenomenon is that these people do not view themselves as highly mobile within the organization. Although a secretary can move into another pay-grade as a secretary, s/he may not see themselves as progressing in the organization. Thus, from a dissonance perspective (Festinger, 1954), secretaries might rationalize that their job is not as bad as it could be and be less dissatisfied, thus contributing to satisfaction. Whereas, individuals in the professional category see themselves as trained to be mobile, but do not see a place to move, thus, demonstrating lower job satisfaction. It should also be noted that at the time this survey was conducted, a new President of the University was instituting programs where, possibly, offices and upper administrative positions in the organization would change. Some of these higher-in-rank people might have felt threatened or even fearful of losing their job, thus contributing to lower job satisfaction. The results of this study suggest that assumptions about job satisfaction and its relationship to rank/position in the organization needs to be reexamined. Assuming that people higher in the organization are more satisfied than those at lower levels may not be an accurate assumption in the eighties.

The next part of this investigation examined the types of skills that employees felt they could improve and the types of program that would best teach these improvements. Interestingly, higher-order type skill development was most often indicated by all levels of employees. The exception to this was among the Technical/Para-Professional/Non-Exempt Supervisory who tended to express

needs for technical and mechanical developmental programs. Again, this is consistent with their low ratings of higher-order needs (Affiliation). Employees almost universally indicated a desire for programs that dealt with time management, handling job pressure, development of communication skills, and writing skills.

Preferences for type of program varied by the level of the employee in the organization. Employees in the lower job classifications expressed a preference for on-the-job training with assistance from their supervisors. Upper level employees, on the other hand, expressed a preference for continuing education programs lead by external consultants or attendance at external seminars.

In conclusion, the results of this study indicate that the reasons why individuals work at an institution of higher education are multidimensional, regardless of level in the organization. The one most universal reason for all positions is Affiliation, association with co-workers, interaction with people, and development of rewarding relationships. This finding is consistent with the finding that except for the Professional and Clerical/Secretarial groups of employees, job satisfaction does not significantly differ across levels; perhaps because satisfaction with the people with whom one works is a significant contributor to being satisfied with the job. Further, the majority of the employees indicated an interest in developing their "people-related" and personal skills. All of which supports a concentration on the Human Resources Approach to managing non-faculty staff in the university setting. These employees have a need to experience positive rewards with their co-workers and supervisors and this study demonstrates that there are methods by which these needs can be met. In times of financial constraints, such knowledge provides a perspective from which effective training and development programs can be developed.

NOTES

[1]Fifty responses did not indicate job level or position, thus for analyses involving that variable n=1,710.

[2]In order to protect anonymity of the respondent, categories of length of service were used (e.g., 1 to 2 years).

[3]In order to protect anonymity of the respondent, categories of salary were used (e.g., $10,000 to $12,999).

[4]A five-point scale instead of the original JDI procedure (Yes, ?, No) was used for two reasons. First, previous research projects by the institution's Office of Institutional Research using employees at this university have demonstrated that responses are more frequent and accurate if a similar response set is used for all sections of the questionnaire. Since the WPS used a five-point Likert-type response, it was decided to use the same procedure for the JDI. Second, this five-point scale was used to help approximate measurement precision between the WPS and JDI.

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